School Garden Market Program Handbook

Adapted from the Denver Youth Farmers’ Market Coalition by DC Greens
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About Us

DC Greens uses the levers of food education, food access, and food policy to advance food justice in the nation’s capital.

We do this by focusing on transformational changes at the systems-level; building bridges between government, private sector, communities and non-profits; developing advocacy channels to amplify marginalized voices; curating best practices and leveraging existing infrastructure; responding to community needs; and providing thought leadership. Our vision is that one day all people will be powered by food that sustains the environment, reinvests in local economies, and improves well-being and health.

In the fall of 2013, DC Greens kicked-off the School Garden Market (SGM) Program at six District schools to showcase schools’ garden-grown produce and get their communities excited about healthy, local eating!

Purpose of this Handbook
This handbook has been adapted from a similar publication created by the Denver Youth Farmers’ Market Coalition as a resource for teachers, parents, and other individuals interested in starting or improving School Garden Market programs in their community. This manual has been adapted specifically for School Garden Markets in the District!

What is a School Garden Market?

A School Garden Market is a student-run farm stand located on school property and managed by staff of that school. SGMs offer schools an exciting opportunity to engage community members in the school garden, create a healthy food access point and fundraise to support food education and garden programming! Each School Garden Market is unique and based on the needs and resources of a school’s community and youth.

Depending on where your school is located, we partner you with one of two nonprofit food hubs, the Common Market or Community Foodworks. Both organizations provide fresh from the ground local produce at wholesale prices, making it financially possible for schools around the city to run profitable farmers markets using a combination of garden grown and purchased produce.
A SGM program supports...

- **Academic and Professional Growth**: Students participating in a SGM practice fundamental math and science skills and develop professional skills including customer service, entrepreneurship, and conflict resolution.
- **Nutrition Education**: SGMs expose students to healthy and fresh produce while encouraging them to develop deeper connections between the food they grow and the food they eat.
- **Community Development**: SGMs offer students a valuable opportunity to build relationships with adults and peers in their community at the market setting. Additionally, SGMs can serve as a friendly and familiar meeting place for parents purchasing produce and build community engagement in the school garden.
- **Local Food Systems**: By selling to parents, teachers, and other community members, SGMs help introduce more fresh, local produce into communities at affordable prices.

**Getting Started**

**Defining Your Goals**
Defining your primary goals for the market is an essential first step, as the goals you set will strongly affect how your market is run.

**Common Goals:**
- To allow students to practice higher level thinking skills through experiential learning
- To provide affordable fresh produce & increase healthy eating options in your school community
- To provide leadership and entrepreneurial training for youth
- To fundraise for the garden program
- To provide education to youth about the importance of eating healthy
- To engage the community in & foster enthusiasm for the school garden program

Identifying and prioritizing these goals will help determine decisions around produce variety and pricing, levels of student involvement, engagement with teachers and classrooms, and many other areas.

**Community Food Profiles**
Planning for a market requires knowledge of your customers. One of the best ways to recognize the specific needs and desires of your neighborhood is to make a community food profile. A food profile provides a snapshot of the food system in your neighborhood, which assesses current food consumption, availability and need.
Try to answer the following questions: What are the eating habits of your population? What kinds of foods are already readily available? What kinds of foods are produced in the general area? Is there adequate access to local and fresh fruits and vegetables?

A community food profile can be part of a class project, or done through a customer survey. A customer survey is a good way to get feedback that can be used throughout the season to help you order supplemental produce more efficiently and increase your profits by meeting the needs of your customers (see appendix E and F for sample surveys).

Making an Action Plan
For logistical and organizational planning, it is helpful to make an action plan. An action plan identifies the steps required to organize a SGM. When coming up with your plan, it is important to consider:

- **Preparing the garden**: If you are planning on selling produce from a school garden, make sure to get the garden ready for the season.

- **Recruiting students**: Many markets draw on garden clubs for student volunteers. When this doesn’t exist, some market managers will create clubs or after school programs, or else draw on other existing programs.

- **Recruiting volunteers**: Some market managers feel they need additional help running their markets, and recruit additional parent or teacher volunteers.

- **Getting buy-in from administration**: It is important that the rest of the school staff, from the principal to the security officer, is aware and supportive of the market before the season starts. Early communication can also provide benefits to a market. For example, some schools work with food service staff to store unsold produce in kitchen refrigerators during the week.

- **Ordering Produce**: It is a good idea to think before the start of the market what percentage of produce you would like to come from your market, and what will be supplemented through purchase orders. This will probably change throughout the season, as you get a better idea of the overall demand, and which items sell the most.

- **Physical equipment needs**: Make sure that you have all of the needed supplies before the beginning of the market season (see appendix C for supply list).

- **Outreach and advertising**: One common trait of all successful markets that they took the time before the start of the season to make the rest of the school community aware of the market. We go into more detail on effective advertising strategies later in this section.
Building Community Involvement

Student Involvement
Because youth are often eager to take on fun responsibilities and special jobs, finding students willing to staff the farmers’ market is rarely a problem, especially if the market is part of a class project or garden club. While the number of youth that can physically work at a market is limited, others can be encouraged to participate as customers and market experts for their parents and community members. Working with the same group of students over the course of the market season is suggested. Depending on your educational goals, the market setting is typically more appropriate for students third grade and above.

Once you have decided on which students you will be working with, be sure to send home an information sheet and permission slip to parents explaining the market project. Include a market schedule so that parents can accommodate transportation for their child on market days (see appendix B for permission slip).

Parent Involvement
Parent involvement is a great way to gain community support for a SGM. Parents can serve both as customers and volunteers for the market. Because markets happen after school, parents can be the key to getting the market set-up quickly while teachers are busy wrapping-up the school day.

To recruit parent volunteers, consider sending flyers home and attending P.T.A. meetings and school events, such as Back to School Night, to present the SGM idea and enlist interested parents. Teachers can often recommend parents from their classroom that may be interested or available to support the market. Even if a parent is unable to attend the market, they can still help with advertising, marketing, and logistical help as their schedule allows.

Teacher Involvement
Because the market provides abundant opportunities for academic enrichment, teachers can play a crucial role in the SGM program. While not every teacher will be able to help facilitate the actual market, they can support the program by incorporating the market into their curriculum. Discover what teachers are currently teaching and suggest ways for them to integrate the market into a class lesson or project. For example, in a math class, students can calculate market revenues and profits and make line graphs to show a market’s progress over time.

Doing a brief presentation at a school staff meeting is an easy way to reach multiple teachers at once and identify who wants to get involved. Let the teachers know that there are many ways for them to support the market. For example, teachers who shop at the market often make some of the most consistent and patient customers, enjoying the opportunity to observe their students practicing their math and customer service skills. You
can also suggest teachers incorporate market coupons into their classroom reward systems (see appendix G for sample coupons).

**Advertising**

Advertising is an essential component of a successful market. Most schools do not find it especially difficult to get business; parents, and teachers, and community members are usually excited to support their school. For the most part, advertising is just a way to make sure everybody is aware that the market is happening!

Advertising can happen both within and outside of the school. Bring up the market at PTA and staff meetings or in the morning announcements, send flyers home with students (Appendix H), and put up posters around the school. You can also pass out coupons to incentivise people to shop at your SGM (Appendix G). Churches, local business, and other local organizations are usually happy to pass out flyers or put up posters in their windows. Social media is also an effective advertising tool. Find out who runs your school’s social media accounts, and draft posts for them to send out. Also, see if you can get information about the market onto the school website or into the newsletter.

Make sure that all of your advertising is both catchy and informative, and that it has all the basic information someone would need to find your market (location, day of the week, first and last market dates, etc.). When creating your advertising materials, think about telling a story: Showcase the variety of produce that you offer, highlight anything grown in your garden, and explain the ways that your SGM benefits students, parents, the school, and the community.

**Running Your Market**

**Participants and Roles**

**Market Managers** are in charge of the day-of-market operations. Each school has one Market Manager, who is responsible for facilitating the setup, open hours, and take down of the market. The initiator of the market does not have to be the manager. Some markets try to find involved School Garden Coordinators, community members, parents or teachers to take on this role.

Market managers are responsible for:
- overseeing harvest of market produce
- coordinating delivery of supplemental produce
- engaging youth in the process
- handling money and reimbursement process
- market set-up and breakdown
- reporting all data online to DC Greens

*Students* are really the stars of this program. On the day of the market, define a variety of roles to ensure that all the youth feel involved and important. You can even create different teams or job titles (i.e. Marketing Expert, Sales Representative, Display Master, Customer Service Guru, etc.). During the market, have students give garden tours and explain the benefits of eating a rainbow of deeply colored fruits and vegetables. Consider student attention spans and vary tasks. Students will make it clear when they are ready to move on to something new. Have to-do lists for the kids to refer to for market setup, running the market and market breakdown.

**Training Students**

Including students in the planning stages of the market helps to build their entrepreneurial skills and sense of ownership in market. Prepare participating students for the market with business, public speaking, and math training, as well as customer service experience. Role-playing the interactions that will take place in a market helps prepare the youth for running the market & also provides skill-building opportunities. Set up some mock transactions and have the students role-play being the customer and salesperson. If you have real money available, let the students handle the actual bills and coins. If not, many classrooms have fake money for their math lessons.

- If you are working with older students, encourage them to do the math in their head instead of using a calculator.
- Expand your students’ understanding of business by looking at your costs and having them price merchandise in order to make a profit.

**Marketing**

As with any business, it is important for SGMs to think about marketing, and to be strategic in the ways that they attract customers.

Placement of the market is key. The ideal location is in a high traffic area for parents picking up their children, close to the street so to bring in people who might be passing by, in an spacious, open area where the market (or at least the banner) can be seen from far away, and where you can spread out without blocking paths.

Your students are a key asset in marketing your market. Have them go room by room in the school collecting orders from teachers and other staff. If they are comfortable, the can approach people passing the market to ask if they would like to purchase anything.

You can also incentivize customers to buy items by engaging their senses of taste and smell. Most people like to sample items that are being sold, and it is very easy to set this up at a SGM. Produce samples, cooking demos, or samples of cooked products are also a great way to introduce new or unusual produce varieties to the community.
**Purchasing Produce**

Most schools sell a combination of produce from their school garden and purchased from either the Common Market and Community Foodworks. Partnering with these organizations allows us to supply SGMs with fresh, local produce at wholesale prices. SGMs coordinate with these organizations, either directly or through DC Greens, to handle payment and delivery logistics. Together with students, Managers will select produce items that round out the offerings from their school garden and appeal to their customers. Orders early on in the season should begin small to insure that most (if not all) product is sold by the end of the market day.

Schools are responsible for the full cost of the produce order, whether or not it is all sold (see reimbursement process below).

**Pricing**

To determine the prices for produce at your SGM, you should take several factors into consideration. First, remember the mission of your SGM. Is the goal to provide affordable, fresh, locally grown produce to the community? Or is the SGM being used as a fundraiser to provide support for the school garden program? Second, it is important to know what the prices are for similar items in nearby stores. Shoppers are generally savvy about food prices and will not want to pay too much more than what they pay at the local markets. Pick up a produce catalog from a local newspaper for a grocery store to get a sense of the going market prices. Prices will also depend on the ratio of produce you purchase to the amount you harvest.

We encourage market managers to work with their students to set prices, but in general recommend selling purchased produce at between 125% and 200% the purchase price, and garden-grown produce at between 50% and 75% standard grocery store prices.

On the market day, make sure that prices are visible for both the customers and the student volunteers. Creating laminated labels with the name of the produce printed on them allows you to wipe off the price and reuse them from week to week. Write the price on the front and back, so the customers and youth workers can both read them, and use binder clips to attach them to the baskets/bins.

**Tracking**

Tracking the various metrics associated with markets is a great way to incorporate math and business education into the SGM educational experience for students. DC Greens requires individual markets to keep track of several key metrics, and provides a Market Totals form (*appendix D*) to make this process easier. At the end of each week, market managers input the information from the form into a Market Totals Google Spreadsheet (shared with markets at the beginning of each season). Markets are asked to track:
Some tips from DC School Garden Market Coordinators:

- Provide samples and recipes to customers.
- Have music playing to draw people to the stand and great a positive vibe.
- Make small changes in produce offers from week to week to keep customers coming back.
- Advertise!  End weekly email announcements through the PTO, have large and clear signage, do regular social media blasts.
- Partner with other school events happening at the same time when traffic is high (ie. sporting event or school play).

Amount of Produce Sold in Pounds This is one of the most important numbers to track. Being able to demonstrate the weight of local produce distributed to the community speaks strongly to the amount of support for your program and can be used as an evaluation tool for market success. While some produce is sold by unit and not by weight, market managers can have students weigh these items, either with each sale or before the market starts, or simply make an eyeball estimation.

Sales and Profits in Dollars Sales and profits are another informative metric of a market’s success. After each market, market managers can input the total cost of that week’s order, as well as the total sales recorded on the Market Totals Form (appendix D), into the Market Totals Google Spreadsheet, and the spreadsheet will automatically calculate profits. Depending on the age, it can also be a useful exercise to have students calculate total sales and profits.

Customer Information Knowing who is purchasing produce (teachers, parents, community members, etc.) allows us determine what kind of impact we are having, and helps SGMs to better tailor their marketing and advertising. For example, if you see that few teachers are purchasing produce, you can send your students door to door collecting orders. By getting students into the practice of recording this information, or asking the customer if they are not sure, it is easy to integrate this data collection into your market without adding much extra work or thought.

Reimbursement Process
At the end of each month, check, cash, or paypal for the full cost of produce ordered is due either to DC Greens (for schools partnering with The Common Market) or Community Foodworks.

Words of Advice
Some tips from DC School Garden Market Coordinators:

- Provide samples and recipes to customers.
- Have music playing to draw people to the stand and great a positive vibe.
- Make small changes in produce offers from week to week to keep customers coming back.
- Advertise! End weekly email announcements through the PTO, have large and clear signage, do regular social media blasts.
- Partner with other school events happening at the same time when traffic is high (ie. sporting event or school play).
# Appendix

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<td>Student Permission Slip</td>
<td>Appendix B</td>
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<tr>
<td>Supply List</td>
<td>Appendix C</td>
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<td>Classroom Coupons</td>
<td>Appendix G</td>
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<tr>
<td>Advertising Flyer Template</td>
<td>Appendix H</td>
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Appendix A: Sample School Garden Market Contract

The School Garden Market Program was developed through a partnership between DC Greens and District schools. School Garden Markets promote opportunities for schools to bring fresh, locally grown produce to their communities by involving youth in school gardens and markets, thereby promoting healthy eating. The flexibility of the SGM model allows each school to tailor programs and events to its school community. School Garden Markets serve as a training opportunity for students, health promotion and food access for the community, and a fundraising opportunity for garden programs.

These markets are not for personal economic gain. For this reason, it is not appropriate to include outside food vendors. SGMs are not permitted to sell prepared food. All produce must be sold raw and whole (no cutting or preparation). It is expected that all profits from the SGM will go back to the school’s garden program.

The following are the primary roles and responsibilities critical to successfully running a SGM season:

**DC Greens**
- Will provide a template for weighing produce and tracking sales.
- Will provide startup materials to include:
  - Tracking sheets
  - Advertising banner
- Will work with local farmers to negotiate the best deal available to obtain SGM produce.
- Will provide to market managers current price lists from farmers via email.
- Will collect payments on a monthly basis from each SGM.
- Will collect reporting information on a weekly basis for each SGM.
- Will visit each new market a minimum of one time each season.
- Will provide as-needed assistance throughout the season.

**School Garden Market Managers**
- Will attend a required training meeting at the start of each season.
- Will promote the SGM in school announcements, social media, etc.
- Will ensure student permission slips are on file.
- Will place an order for produce by the weekly deadline set by DC Greens.
- Will provide $50 in change and a cash box.
- Will purchase a minimum of $30 in produce each week
- Will record and report the approximate pounds of produce sold, the sales totals for each market day, and customer demographic information for each sale. This information will be used for current grant reporting, future grant applications and promotions.
- Will redistribute any unsold produce to school families in need or a local food pantry, or utilize for educational purposes such as a cooking demo or taste test during the school day.
- Will provide payment for purchased vegetables on a monthly basis. Each school is responsible for the full cost of the vegetables they ordered. Payment should be directed to DC Greens.
- Will return the POS device to DC Greens at the end of the market season. If the machine is lost or damaged, DC Greens is unable to provide a replacement.

<table>
<thead>
<tr>
<th>Market Manager</th>
<th>Date</th>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>DC Greens Representative</th>
<th>Date</th>
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</table>
Appendix B: School Garden Market Student Permission Slip

Dear Parents,

SCHOOL NAME in conjunction with DC Greens, a local nonprofit, is running a School Garden Market. Similar to a farm stand, a School Garden Market is run by the school’s youth, stocked with produce from our school garden and supplemented with produce offerings from local farms. The Market will provide teachers, parents, students, and community members with healthy, local foods; and all profits earned go back into the school garden program. Students learn responsibility and business skills through tracking sales, making change, assessing costs versus profits, and marketing.

This program will run from DATE RANGE on DAY OF WEEK after school from HOURS. If you would like your child to participate, please complete this form and return it to school as soon as possible.

Student Name: ________________________________ Grade: __________

I give permission for my child (named above) to participate in the School Garden Market program on DAY OF WEEK after school from HOURS.

___________________________ Parent/Guardian Signature
___________________________ Parent/Guardian Name Printed
___________________________ Date

Emergency Contact Information

Name of Contact __________ Phone Number __________ Relationship to Student __________

Photo/Videotaping Release

During your child’s involvement in the School Garden Market program, s/he may be participating in an activity that is being photographed or videotaped. These photographs/video recordings may be used for promotional purposes by SCHOOL NAME and/or DC Greens.

My child _____ may _____ may not be photographed/videotaped by the program for promotional purposes.

___________________________ Parent/Guardian Signature
___________________________ Date
Appendix C: School Garden Market Supply List

**Operations**
Dedicated Market Manager  
Students dedicated to market project  
Adult volunteers (helpful but not necessary)  
Market Totals forms  
Scale  
Pens  
Name tags for student workers  
Clipboards  
Cash box with $50 of change

**Display**
Table(s)  
Notecards to display prices  
Baskets and bins for produce  
Tablecloth  
Banner (provided by DC Greens)  
Take home recipes to inspire customers

**Advertising**
Flyers  
Classroom coupons for sale to teachers
### Appendix D: Market Totals Form

**Market Name:** ____________________________  **Date:** ____________

<table>
<thead>
<tr>
<th>Customer Info (e.g. parent, student, teacher/school staff, community member, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Produce Item</td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td>Apples</td>
</tr>
<tr>
<td>Potatoes</td>
</tr>
<tr>
<td>Kale</td>
</tr>
</tbody>
</table>

**Total:** ____________________________  ____________________________
Appendix E: Community Food Profile Survey

Date Survey Administered: __________

1. Where do you typically get your fresh fruit and vegetables? *(check top two)*
   - ___ grocery store
   - ___ convenient store
   - ___ farmers’ markets
   - ___ your own garden
   - ___ other _______________________________

2. How often do you eat meals that were prepared at home?
   - ___ less than once a week
   - ___ 1-2 times a week
   - ___ 3-4 times a week
   - ___ 5-6 times a week
   - ___ 7 or more times a week

3. What are your favorite locally-grown fruits? *(check top 3)*
   - ___ apples
   - ___ watermelon
   - ___ cantaloupe
   - ___ nectarines
   - ___ cherries
   - ___ strawberries
   - ___ peaches
   - ___ plums
   - ___ other: ____________________________________

4. What are your favorite locally-grown vegetables? *(check top 5)*
   - ___ lettuce
   - ___ potatoes
   - ___ zucchini/yellow squash
   - ___ kale
   - ___ tomatoes
   - ___ onions
   - ___ swiss chard
   - ___ winter squash
   - ___ eggplant
   - ___ beets
   - ___ carrots
   - ___ peppers
   - ___ okra
   - ___ cabbage
   - ___ cucumbers
   - ___ collards
   - ___ brussel sprouts
   - ___ other: ____________________________________
Appendix F: Customer Satisfaction Survey

Date Survey Administered: __________

1. How important are the following factors whether you choose to shop at our School Garden Market?

<table>
<thead>
<tr>
<th>Factor</th>
<th>Very Important</th>
<th>Somewhat Important</th>
<th>Not too Important</th>
<th>Not at all important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce is locally grown</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Produce is in season</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The price of the produce</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The quality of the produce</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You want to support my school garden</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>The location of the market is convenient</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>The day/time of the market is convenient</td>
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<td></td>
</tr>
</tbody>
</table>

2. On a scale of 1-10, how would you rate the friendliness of Market workers?

1 2 3 4 5 6 7 8 9 10

3. On a scale of 1-10, how would you rate the prices of our School Garden Market?

1 2 3 4 5 6 7 8 9 10

4. On a scale of 1-10, how would you rate the quality of produce sold at our School Garden Market?

1 2 3 4 5 6 7 8 9 10

5. On a scale of 1-10, how would you rate the speed of service at the Market?

1 2 3 4 5 6 7 8 9 10

6. Are there any produce items you’d like to see at the Market?

_____________________________________________________________________________

7. What do enjoy or appreciate most about the Market?

_____________________________________________________________________________

_____________________________________________________________________________

8. What things, if any, would improve your shopping experience at the Market?

_____________________________________________________________________________

_____________________________________________________________________________
Good Job!
Enjoy 50 cents off a treat from the School Garden Market!

Good Job!
Enjoy 50 cents off a treat from the School Garden Market!

Good Job!
Enjoy 50 cents off a treat from the School Garden Market!

Good Job!
Enjoy 50 cents off a treat from the School Garden Market!

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Good Job!
Enjoy 50 cents off a treat from the School Garden Market!

Good Job!
Enjoy 50 cents off a treat from the School Garden Market!

Good Job!
Enjoy 50 cents off a treat from the School Garden Market!
School Garden Market
At Cleveland Elementary
1825 8th St NW
Wednesdays 3:30-5:30 in front of the school

Support our school garden and buy some tasty, local produce from our garden and local farms!